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291 (women never wear the low-cut type) complete the costume. These moccasins often have the upturned toe.

302 Young women, and many middle-aged women too, part the hair, draw it together at the back, wrap it up in a knot at the nape, tie it, and cover it with an hour-glass-shaped hide form. Older women tend to wear their hair hanging loosely; "but, if it is in their way, they fix it up too." As a woman advances in age, she devotes less attention to hair-grooming, though there is great individual variation in the time at which these changes take place. Though some rather young women have the hair loose, a really old woman is never seen wearing the hair form.

Face-painting of women follows the conventions noted for men. Women tattoo also. In addition to tattoo markings on the 304 arms, they place a dot on either cheek and often a figure, such as [531] a circle or a wavy or serrated line, on the forehead. One in- [178] formant insisted that the facial tattooing of the women is an innovation.

301 Women, like men, make lavish use of pendants and ornaments 789 of stone, shell, and other materials; and many of these objects, too, are really amulets.

291 Very young children, particularly when the weather is mild, are burdened with little or no clothing. They play around the 855 camps happy and unkempt. "It seems as though washing their [857] hands and washing themselves is foreign to them." When clothes [515] are made for them, the garments are modeled after those worn by adults. Sometimes a child's hair is gathered at the sides and 302 "tied in two bundles." But most often, until the girl assumes the 855 hair form and the boy the headband, the hair is left to hang 824 loosely. For protection from the sun, both young people and 751 adults wear wreaths of fresh willow.

342 The home in which the family lives is made by the women and [462] is ordinarily a circular, dome-shaped brush dwelling, with the floor at ground level. It is seven feet high at the center and ap- [824] proximately eight feet in diameter. To build it, long fresh poles [412] of oak or willow are driven into the ground or placed in holes made with a digging-stick. These poles, which form the frame- [283] work, are arranged at one-foot intervals and are bound together

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867 Another episode concerns a small boy who had just become
602 aware of the "polite form" of speech, that indirect mode of ad-
[601] dress in use between affinal relatives who must conduct them-
[576] selves with restraint when they are together. He approached his grandmother's home where there were visitors before whom he was too bashful to appear and, in this most formal manner, asked if the guests were still inside. He was, of course, greeted by
[606] laughter. He did not realize until later that he "was doing what a son-in-law does who thinks his mother-in-law is in a certain place and wants to make sure before he goes in."

867 A comparable mistake was made by some little boys at a girl's
881 puberty rite. During the ceremony the adolescent girl runs around a basket tray placed to the east of the ceremonial structure. In her path, that the benefits of the ceremony may accrue to them also, run young boys and even old men. "When the girls ran around the basket, we boys were expected to run after them. At first, we thought it was a real race, and several of us beat the girls. Then one old man told us that it was not the way, that we were not supposed to pass them, so we stayed behind the other three times."

869 Even when the cultural ethic has been unmistakably indi-
764 cated, a youngster may lag in conforming to it. One man was
[761] reluctant to talk about death or burial, for horror of such topics is great, but he confessed that this had not always been his state of mind:

> I remember that whenever a funeral procession was passing by we were told not to look at it. But we did look at it whenever the old people were not around.
>
> I once asked my grandmother where they were taking a dead man who was being carried away. She told me not to look at the procession. Then she told me that they were putting the man away; that he couldn't walk, or dance, or eat, or sing by himself any more; that they were putting him under the ground.
>
> "But if they are putting him under the ground, how will he keep the dirt out of his eyes?" I asked. She explained to me that he was all fixed up so that no dirt would get in his eyes. It was the first time I had ever thought about death. I began to ask more questions of my grandmother, but she told me that he couldn't come back any more and to stop talking about it.
>
> [857] A few days later we children played funeral. We killed grasshoppers and buried them.
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> I wasn't afraid until I was about seven years old. Then I learned about ghosts, and from that time on I was pretty much afraid.

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He didn't act as though he was surprised to see me. He stopped singing and asked me to sit down. He just talked in a social way. I don't think he suspected the reason for my visit. I asked him for a smoke. At first he hesitated. He asked me if I was allowed to smoke. I told him that my aunt let me smoke. Then he gave it to me. It is unusual for an older man to give a boy a smoke. A boy wouldn't ever ask an old Indian for a smoke; he wouldn't dare. I stayed with him for about an hour. When I left I still thought he was a witch, though I had no reason for it. I just thought he hadn't revealed himself.

The first few times I went to visit him I took pains not to be seen by others. At first I thought it was something daring to do, but after a while it wore off. Even when I was visiting him openly by myself, I used to avoid him when I was with the other boys.

I took precautions while I was going to him though. I was afraid of being witched. I didn't accept anything from him. Once I refused something, though I needed it badly. I wouldn't eat there either. If he offered me food, I always explained that I had just eaten and wasn't hungry. I did take smokes though. I wanted them pretty badly, I guess, because he could have done more harm through tobacco than through food, since tobacco is used in ceremonies. I never found out why he was suspected or met anybody he was supposed to have harmed.

PLAY

It would be a mistake to suppose that childhood is little more than an unhappy introduction to notions of death and witchcraft. Fears exist, but the normal youngster devotes far less attention to these alarming subjects than he does to his playmates and games.

The children are amazingly resourceful in exploiting the possibilities of their natural surroundings in play. Little girls, and sometimes little boys, make beads from wild-rose hips, ground cherries, and the scouring rush plant. Pine needles serve for earrings and bracelets. The girls fashion dolls from panic grass and string together ground cherries to form little figures. They then make, on a tiny scale, substitutes for all the possessions they observe in their own households. Small toy homes are constructed from a number of plants. Ferns yield pillows, blankets, and beds for the dolls. From the Jacob's-ladder are shaped little dresses for the doll, and these dresses are decorated with "jingles" of side-oats grama grass. Even a miniature of the food staple, mescal, has been found, and so the dolls go forth industriously to gather "doll's mescal" (*Androsace pinetorum*). Food is generously pro-

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[824] vided at these toy encampments, wild peas often serving as the main dish.

[534] Not all the toys that the children make meet with parental
[821] approval: "We used to take a flat stick, make a hole through it, put a string through this hole, and run with it. It makes a noise. Our parents did not want us to do this. They would always scold us when we did it. They said it brought the wind." Besides this
[534] rhombus or bull-roarer, the children make another object somewhat similar in effect: "There is another noisemaker. We use a piece of hide, cut two holes in it, and put a string through. Then we wind up the string and pull it. It makes a noise. A good
[821] many of the old people don't like it. They say it will bring wind too."

The boy whips pellets of mud, lightly stuck at the end of a willow branch, at birds and achieves considerable accuracy with
[411] this weapon. He soon learns to make good use of the sling, a diamond-shaped piece of hide to which one looped and one unlooped side thong are attached. The hide is folded over upon itself, incasing a stone which is projected when the sling is swung
[824] forward. A piece of elderberry, ash, reed, or walnut from which the pith has been removed, or through which a hole has been worked, is made into a popgun by tamping one end and forcing another piece through until the tamp flies out with a loud report.

• 857 Many a child has learned to braid with wild iris, candy grass,
824 or clover. Little girls pass the time pleasantly making a long string of the leaves of *Dalea dalea* and then arranging it in several strands with leaves interlocking. From the virgin's bower plant and a species of aster the children obtain toy hats, and *Vicia* is employed as a dancing robe. The four-leafed clover is considered lucky, and the children have contests to see who can find one first. They blow into the choisey flower to make a sound that is likened to the call of the fawn. The name of the plant is, accordingly, "that which cries like a deer's child." Beard-tongue buds are picked and popped. "Bird tracks" are made in the sand with Bermuda grass, and a leaf transfixed to Bermuda grass "feet" is called a bird.

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CHILDHOOD

There are practical jokers, even among the children, who throw clinging or mildly irritating grasses (*Nama hispida* is one) at someone or hide them in his bed.

The children of an encampment organize expeditions to search for certain delicacies which are not plentiful or valuable enough to figure in adult food economy. Ground cherries, the red fruits of the nipple cacti, and willow buds are gathered, and cottonwood buds are chewed like gum. The search for honey provides another diversion:

> When I was a boy, so long ago I can hardly remember it now, there was a certain bee we used to get. When it collected honey the children caught it, split it open, and sucked out the sweet stuff from the body. They didn't eat the whole thing. Only children did this. I never saw grown-ups do it.

When hives are found in the trees, a smudge fire is started under the tree and the bees are smoked out. A cliff hive is dislodged by well-directed shots from slings. For a ground hive another method is employed: "When the hive is in the ground a boy stands over the small hole and lets the bees out one at a time. Others kill each bee as it comes out. When all the bees are killed, they dig out the hole and eat the honey."

To the stock of playthings which the child makes for himself are added toys given him by his parents or other relatives. Little girls are presented with buckskin dolls filled with grass,[9] toy cradles, water jars, and burden baskets. For the boy the obvious plaything is a small bow and some arrows made of ocean spray, mock orange, snowberry, willow, service berry, or *Edwinia americana*. As a blanket for her doll cradle the girl uses a cottontail rabbit skin. A rabbit-skin cap, with the ears left on, is made for the little boy.

The older boys and girls enjoy swimming, a sport which a child begins to master at about the age of eight. A practical purpose is credited to another activity:

[9] These dolls are not supposed to approximate the human form too closely, for anything that has great likeness to a human being but is not animate is suggestive of a corpse. The mothers would not, at first, allow their children to have dolls of European type, claiming that they were "too natural."

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AN APACHE LIFE-WAY

A practical purpose is credited to another activity:

We used to chase birds and butterflies. We would let the butterflies go after catching them. Both boys and girls did it. The old people said it would make us fast runners. In wet weather we could catch big birds. Their wings get wet in the rain and they can't go fast.

An unusual type of recreation involves the bat:

The boys used to build a fire at night. When the bats came by, they would throw their moccasins at them. They would get them in the moccasins and kill them. That's how the Indian boys used to play at night.

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The children imitate many of the social and ceremonial practices of their elders:

During this time Old Man J., a lively old man, used to come out and sing for us while we danced the masked-dancer dance in the evening. The old people would be there and watch. We didn't dress up. The old people didn't allow us to dress up, for it was said to bring evil influence. The songs which were sung were N.'s songs. J. would ask him if it would be all right to sing these songs, and N. would tell him to go ahead.

Actually the boys learn much more than the steps and songs of the masked dancers on these occasions. For instance, the exchange between the two old men must have impressed upon them that ceremonial songs are personally owned and that permission must be obtained from the owner before using them. When the children are playing masked dancer away from the camps, they sometimes violate the rule about wearing costumes and make headdresses to wear and wands to carry.

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Social dances are of increasing interest to the children as they grow older. "We used to dance the circle dance too, just the boys. Sometimes the old men would join in and sing for us. They certainly had a good time watching us."

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The children organize elaborate and dramatic imitations of adult occupations. They hunt, with tall grass as the woods and playmates for the game animals. They go scouting and defend themselves against enemy attacks, using spears made from sunflower and lupine stalks.

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Boys and girls play house in a realistic manner. They build small homes modeled after the regular residences (often making them large enough to enter), play man and wife, entertain visitors to whom they extend the amenities, and arrange feasts with provisions concocted from sticks and mud:

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The girls see that at home the mother has a cradle and is carrying a baby around. So they play mother sometimes with an Indian doll and cradle made by their mothers. The girls carry the cradles on their backs as their mothers do. And the boys pick up their little arrows and hunt birds just as if they were hunting deer. All the Indian children play just the way their parents live at home. The children build little brush homes.

In this domestic play no overt sexuality is involved. The simulation of the husband-wife relationship is confined to an imitation of the industrial pursuits of the adults. The absence of more direct sexual experimentation is to be explained, doubtless, by the fact that boys rarely continue to participate in this form of amusement after the age of six or seven. It is then that little boys become eager to join older male companions in hunts for small birds and mammals and to engage in play not considered appropriate for girls. This pleasure in manly affairs is strongly encouraged by the elders. From the exciting hunts, arrow games, and mimic battles of childhood the boy plunges into the rigors of his training period. Thus he is absorbed in masculine concerns and diverted from contacts with girls until the onset of physiological maturity again awakens him to an interest in them.

Besides playing in the brush houses built for daytime games, the boys sometimes construct beds in trees for "camping out" at night.

You find a forked branch in a tree right by your camp. It should not be too high; you want a place close to the ground. You can put cross-branches there and fix it up nicely. Then you can sleep there. The boys did it mostly. I used to do it. We did it in the summertime, just because we liked it, because we liked the fresh air.

For the grown man the hoop-and-pole ground, from which the women are barred, is a favorite retreat where things strictly masculine are discussed. To play the hoop-and-pole game, two men slide poles after a hoop; the object is to make the hoop fall upon the butt end of the pole. Pole and hoop are marked with incised bands, and, according to the relationship of these bands after the throw, a count is made. The game has definite ceremonial overtones. It is well for a man to be an expert player, for lively betting attends every contest. Boys are eager to learn this game:

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526 868 857 It is dangerous to make the hoop and pole unless you know how. Not everyone can do it, though there are many who have the right. . . . . Suppose a man knows how to do it. He will be making hoop-and-pole sets for all the men. I am a little boy there, let us say, and he is very kind to me. So I beg him to make a set for us boys, a little one.

He goes ahead and does it, does it with his own ceremony in such a way that it will not harm me. He doesn't want it to harm the children with whom I play either, and so he makes it in a ceremonial way. I suppose he prays over it, but I never watch him. He makes a little one, just the same as the regular ones, only smaller. When he hands it to me, he says, "All right, now you can play with this."

[562] The men take their hoop-and-pole sets out where there is level ground and play there, far from the women. The women know about it and won't go over there. The children never go around the regular grounds either. Even when the men are not playing, the little boys do not go around there. When the little boys play at their hoop-and-pole game, the girls have to keep away.

When a man makes a set for little boys, he instructs them in the rules for counting and keeping score. The men like to watch the little boys playing. Many men will go over where the small boys are playing and stand in groups and watch. Some men count for each side, and all the boys stand there taking lessons.

[525] When the men direct the boys in this game, they tell them it is a gambling game. They say, "If you get to be an expert in this, when you get to manhood you can win horses, weapons, everything."

868 526 857 As soon as the boy is provided with a bow and arrows he spends a great deal of time gaining accuracy in handling them. Arrow games are an effective means to this end, and the boy has a variety of them from which to choose. "You are there all day long. Sometimes you don't care to eat, you are so interested."

[825] [411] The arrows used in play "are just common ones made with any feathers—bluebird feathers, flicker feathers, feathers from any kind of bird the size of a robin or larger. Some of them are well made; you can shoot big animals with them if you have a good bow. They put three feathers on the shaft."

The simplest form of arrow game is shooting for distance, the winner collecting the arrows of his outdistanced playmates. Shooting for accuracy takes a number of forms. In one game a boy shoots his arrow into a bank, and his companion shoots after him, trying to touch or "cross" the arrow of the first boy. Should he succeed, he takes both arrows, and the loser has to send an-

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other arrow into the bank as a target. When the one who is shooting misses, he must offer one of his arrows as the target. 868 526 857

The youngsters play their games shrewdly:

I have about five arrows and my bow. A boy of my age asks me to play. He has a bunch of arrows too. He is good at playing this arrow game. Of course he wants my arrows. "All right," I say, "how do you want to play?"

About fifty feet apart stand two banks with a hollow between. He says, "You have more arrows than I have; you shoot first. Shoot your arrow from that bank into the other bank." We decide who should shoot first. Maybe he shoots first and his arrow sticks in the bank over there. Then I shoot. I try to shoot so that my arrow crosses or touches his. Sometimes there is a dispute. He says, "It doesn't touch!" and I say, "It does!" We try to look between the arrows and get down under them to see if they touch. But pretty soon we settle it. When I cross or touch his arrow, I walk over there and take it. He shoots another arrow, and I shoot and get it again. I begin to stick my arrows in the ground.

I always use one arrow, my best arrow, to cross his. All arrows don't shoot well, and so I use my good arrow to get his arrows. Pretty soon I miss. So it is my turn to shoot into the bank and let him try for my arrows. I take the worst arrow I have, so if he gets it, I will not lose much.

The game keeps up until one fellow gets all the arrows or we get tired.

In another shooting contest the first arrow is shot in such a way that it will stick in the ground when it falls. This arrow can be won only when its feathers are touched by those of a second arrow.

Boys also shoot at a target of twisted grass. The one who hits the target throws it up and tries to pierce it with an arrow before it touches the ground. If he does this twice in succession, he earns the arrows that others have unsuccessfully shot at the target. Again there are a number of modifications of this particular game. One variant is to make a target of yucca or other material, leaving a central hole. The boys attempt to shoot their arrows through the hole. The one who first succeeds in doing so a specified number of times wins whatever has been bet. [525]

Another pastime is the "sliding arrow game." Here the arrow is slid by hand along the ground, point foremost, at any level place. The object is to touch the feathers of an arrow with the feathers of a second arrow which is slid after it. This game develops a steady hand and a good judgment of distance. 526

A game like blindman's buff is played with an arrow as the

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524 surprise ending by collapsing completely. Another represents the bow, and still another a house.

• 857 526 The children seldom attempt such adult pastimes as shinny, the stave games, and the moccasin game. They watch their elders play them, however, and become conversant with the principles involved.

THE CHILD AND HIS KIN

602 The social world to which the child is first introduced consists of a well-organized group of kin. The significant events of his life will be planned and made possible by his blood relatives. [627] Should a person be wronged, his relatives act for him and with him; should he be accused, they shield him from vengeance. If a man dies with grievances unavenged, his relatives perpetuate his [764] quarrel in a feud between families. It is they who have the responsibility of his death rites and who mourn for him.

[611] Kinship is counted bilaterally, through the mother and through the father equally.[10] It is impossible to get any convincing assurance that one kind of relative is necessarily "closer" than another. The expressions on this point seem to be reflections of personal feelings rather than instances of the operation of any rule.

All blood relatives are supposed to be generous and loyal, and, in times of crisis, the appeal of a blood relative of any degree is difficult to ignore. Nevertheless, differences of age, sex, residence, and remoteness of connection become inevitably registered in patterns of behavior.

593 *The parent-child relationship.*—The parents take primary responsibility for the support, proper rearing, and ceremonial protection of their children. The influence of the child-parent bond is present in many forms of behavior. A man often begs for supernatural power, for "something to live by," because of the [782] need of his children. One who makes a request for help, material or spiritual, greatly strengthens his plea if he supplicates in the

[10] For the kinship terms and a diagram of the kinship system see the Appendix.

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same generation and sex; the *šilah* term, relatives of the same generation but of opposite sex.

From the comments and practices of his elders the child soon discovers that his *šiKis* is designed to be his companion in experience and adventure, his confidant, his defender against misrepresentation or direct attack. The everyday stream of events steadily contributes to his conception of how two brothers or two sisters should act toward each other. His own mother and her sister sit and sew or go after fruit or mescal plants together. His father and his father's brother often act together in matters of raid or warfare. When the extended family is foraging or camping by itself, the children who are thrown together in play, in story-telling sessions, and in training are necessarily brothers, sisters, and cousins. Because of the sexual division in industry and social life, the child is often left with his *šiKis* as the available partner for play. The close identification of *šiKis* persists throughout life. This fact makes reasonable the sororate-levirate institution. If anyone is wronged or murdered, it is likely to be his *šiKis* who demand retaliation.

Quite different is the *šilah* relationship. Everyone is expected to be slightly reserved to all relatives of the opposite sex, whatever their age. Not even the father and his young daughters escape this feeling: "I still kiss my daughter [age six], but I doubt that I will when she is ten, and of course not after she has reached the age of puberty." This restraint becomes heightened between relatives of opposite sex of the same generation.

Brother and sister are so carefully trained to be reserved when they are together that any inclinations to exhibit overt sexual interest in each other are almost certain to be repressed. There is the possibility, however, that young men and women more distantly related will meet and become intimate. The term *šilah* stands as a barrier against this, for a female cousin is terminologically classified by a young man with his sister and is just as forbidden to him. Very often the precise relationship is difficult to trace, but, if the young man knows that either of his parents addressed one of the girl's parents as *šiKis* or *šilah*, his attentions to that girl are illicit.

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593 The child is psychologically prepared for the *šilah* relationship
605 by the comments, stories, and actual behavior of adults: "Your
834 father and mother, when you and your sister are both at home,
867 do not say any wrong word. They are very careful." Thus the child, as soon as he is old enough to appreciate the cross-currents of social attitudes, becomes aware that the appearance of a *šilah* compels a certain decorum in speech and action.

A Chiricahua man and woman related in this way hardly speak to each other. Cousins, or a sister and a brother, could not even go out walking together. They can't joke much. Something holds them apart, so that they don't get too familiar. They aren't lectured about it when they are young. They just sense it and see it; it is taken for granted.

I notice the restraint in my own wife's family. My wife's *šilah* [father's brother's son] doesn't stay long when my wife is around. He has never been known to joke with her. He will with me. She takes the attitude that she wants to serve him when he is around. She acts in a formal way as if she wanted to serve him and please him. This man has a sister who is quite free with my wife. They are just reserved to the opposite sex.

In the old days those [a boy and a girl] who had the same father and mother hardly spoke to each other. They would sit there and wouldn't say anything. They talked to the father and mother in each other's presence, but not to each other. If joking [risqué] goes on when they are both there, one of them has to go away to show respect.

If you come where your sister is alone, you put disgrace on the whole family. If the mother and father aren't at home and the sister is alone, you must leave the camp. You must stay somewhere else. You must go to the sunny side of a hill or in the shade and sleep until your parents come home. Also, when the whole family is together, you must show respect for your sister. This feeling begins when you are about six or seven years old, when you are just big enough to
[857] understand what is being said to you. At that age you can still play with your
[882] sisters because perhaps you have no other playmates. But after you are fourteen or fifteen, you don't play with your sisters any more. In the old days a boy would not even accompany his sister to an Indian dance.

593 Many households where there are older children find it con-
605 venient to erect an additional shelter where the boy can stay if
834 he should find his sister the sole occupant of the family dwelling. Brothers and sisters feel so uncomfortable in each other's presence that they do not court situations which will throw them together. But they are members of the same household, and it is

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reciprocals, one term, in its primary sense, stands for mother's mother and also, when a woman is speaking, for daughter's child; another indicates father's mother and likewise, when a woman is speaking, son's child, etc. 601 603

It is a feature of this kinship system that siblings and cousins of the grandparent are addressed by the same term as the grandparent, regardless of sex. For example, the term for mother's mother also designates her sisters, brothers, and cousins. Reciprocally, the brothers or sisters of a woman will address this same term to their sister's daughter's child, male or female.

For the great-grandparent–great-grandchild relationship the terms of the grandparent-grandchild set are utilized. There is no strong feeling concerning the functions of the great-grandparents and no specialization of terminology. If they are active enough to participate in social, economic, and ceremonial matters, they are treated much as are grandparents. It is the duty of children to support old people who are so far past their prime, and members of the great-grandparent generation receive the extra consideration to which their extreme age entitles them. 603 [601] [888]

CHILDHOOD'S END

Childhood is, strictly speaking, a period of preparation for adult standards. The view of the world is not softened for the young beholder. The child and the adult often listen together to accounts of the rigors of the hunt, of the hardships and glories of war, and of the cruelties of the enemy. "As soon as I was old enough to know," said one informant, "I was told who were our enemies." Another man prefaced an exceptionally vivid description of a war dance with the remark, "When I was just old enough to understand and remember it, I saw them go through this performance." 867 [858] [868]

The child is early introduced to the goals and values of the society. An old man mentioned hunting as one of the first experiences he could recall. He was with older children who were shooting birds with slings, and he followed them around to see what they were doing. [868] [857]

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868 857 Boys begin their interest in horsemanship while they are still very young:

The Chiricahua would hobble their horses way off in the woods. A boy would play with the horse when no one was watching. Children from seven years of age and on would go and learn by themselves when the older people didn't even know about it. There were always some gentle horses for the boys to ride. I would crawl on a horse when I was about seven. I used to put my foot on his leg, get hold of his mane, and crawl up on his back. Sometimes I fell off again, but after a while I would get on the horse's back.

868 857 224 When the boy is sufficiently strong to handle a bow and arrows, some member of the extended family—the father, the mother's brother, or the grandfather—provides him with them and gives him the necessary advice.

When I was small I didn't know how to make a bow and arrows myself. My father said, "First, I'm going to make you learn how to hunt." He made a bow and arrows for me. Children use a small wooden arrow with a wooden point, but they can shoot a long way with it, for they have a good bow.

My father said, "Go ahead, son, and shoot birds and squirrels and any small things. But, before you try, I must tell you that these little birds and animals are not tame. They see you just as soon as you come in sight of them. The squirrels, as soon as they see you come anywhere near them, run away. You must see the squirrel before it sees you. You can't just run up to squirrels and shoot them, because they are wild. If you have to crawl to get where your arrow can hit a squirrel, do it.

"A bird is the same way. If he is over there on a limb, you must come around so that you can get within range of him. Part of the time you must crawl, because he is watching, and in that way you can get within range and shoot him. In hunting you must go very slowly and softly, not rattling stones with your feet or making rocks roll down a steep place. Go carefully; creep up to your game.

"It will be just the same when you hunt deer. Then you will still have to go slyly and carefully. Deer can see you before you see them. The deer places himself where he can see very well. You must look for him. You must go slyly up to him as if you were a fox. It's the same if you are hunting antelopes or any other animals; you must be very cautious."

That is the teaching for a little boy when he is given a bow and arrows. So I did these things, and it worked out exactly as he said.

[825] [789] Most adults, when they present the boy with his first bow, advise him to swallow whole the raw heart of the first kill he makes to guarantee continued abundance from the hunt.

000 But no amount of good advice will prepare a youth for hunting

1:Opler E-5 (1931-1937)1941
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But no amount of good advice will prepare a youth for hunting and raiding unless he reaches a high point of physical fitness. At first it is the members of the immediate family who urge the boy to undertake special exercises. Such pressure begins when the boy is anywhere from eight to twelve years old, depending on his size and the attitudes of the members of his family.

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Now the next thing [after learning to hunt] was getting up before daylight. My father said, "Be up; be up before daylight and run up the mountain. Run to the top of that mountain and back before daylight. You must do it, and I'm going to make you do it. It will be better for you to do it in your own way, but if you don't, I'll force you to do it."

I asked, "What if the clown should see me? Is he everywhere?"

"My son, that time the clown frightened you it was only I dressed up. You were a little boy at that time. You would not obey. There is nothing to be afraid of. That is the way little children are made to mind. Now you are big enough to handle a bow and arrows. Now I am going to train you so that when you get to be a few years older you will be almost as good as any man. Your mind will be well developed. Your legs will be developed so nobody can outrun you. You will be able to keep up with others when you are running long distances. Getting up early in the morning, running to the top of that hill and back will give you a strong mind, a strong heart, and a strong body."

Physical fitness is considered by some parents even more vital for survival than the assistance of relatives.

If my son is strong, when he is about eight or ten years old I must give him his lesson. It's like breaking in a mule. . . . . He must get up before sunrise.

The father talks to his son. "My son, you know no one will help you in this world. You must do something. You run to that mountain and come back. That will make you strong. My son, you know no one is your friend, not even your sister, your father, or your mother. Your legs are your friends; your brain is your friend; your eyesight is your friend; your hair is your friend; your hands are your friends; you must do something with them. When you grow up you live with these things and think about it.

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"Some day you will be with people who are starving. You will have to get something for them. If you go somewhere, you must beat the enemy who are attacking you before they get over the hill [i.e., escape]. Before they beat you, you must get in front of them [i.e., beat them] and bring them back dead. Then all the people will be proud of you. Then you are the only man. Then all the people will talk about you. That is why I talk to you in this way. If you do all these things and you stay among the people, they will all like you—your brother, your sister, your uncle. All the camps will talk about you. They will call my name and say my son is fine and does good work. Then we will be proud of you. If you are lazy, the people will hate you."

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Soon the boy is requested to care for the horses. He is told that he should carry a pack on his back while he is running. To prove his endurance, he may be ordered to stay awake continuously for a day and a night or even longer. An inevitable incident of this training period is the icy morning plunge.

There was a creek deep enough for a boy to jump in. In the fall of the year the water was frozen a little. The creek was about a mile away. My father said, "Son, get up, and before you build a fire, take everything off except your breechcloth, run to that creek, and jump in the water. If the ice is thin enough, you jump in so it will not cut you. Go ahead! Jump in!"

Many boys used to put water on their heads and make believe they had jumped in. And some of the boys used to throw water over themselves before they went in, but their parents would find it out. If a boy wouldn't do it, his [861] father would get a whip, call the boy to him, and say, "You go over and jump in!" So the boy would go to escape a whipping.

Afterward we would come back soaking wet, but we were not allowed to come up to the fire. We just had to take a covering and wrap it around ourselves.

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Nor does this exhaust the ingenuity of those in charge of the boy:

There is a small tree. My father takes me out there. He says, "Fight that tree!" I go over there and hit the tree with both hands. Perhaps it hurts and I will have sore hands the next day. Then there is a tree with a limb about as big as my arm sticking out just about high enough for me to jump and catch it. My father says, "Break that limb." And he is standing there watching me fight it. Some limbs are pretty hard to break, but he is going to stand there until I break it.

A variation of this type of strenuous exercise is to have the boy uproot small trees or pull long poles from the ground.

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One of the devices of winter training is to send the boy out early in the morning to roll a ball of snow. He is told to push it until he is called.

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As the youth progresses in his training, guard and scout duties fall to his lot:

If older men are going away, they leave a young man to watch camp and guard the women and children. They say to him, "Camp up high. Get up early. Go up on a hill and watch. Go out and hide in the brush and look for tracks." That's what they told me.

They told me, "Don't eat too much in the day. Eat just enough so that you keep your strength. If you eat too much, you won't be able to run. But in the

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night eat well, for if the enemy does come you can hide yourself because of the dark and get away."

Facial hair is greatly disdained, and its growth is usually attributed to disobedience of some kind. There is a test of self-discipline related to this:

My father used to tell me, "When you are old enough to go in the creek and you are in training, every now and then walk straight into the water until it reaches the place under your nose where a moustache would begin. But if you drink the water or get it in your nose or mouth you will have a moustache." I tried this several times just for fun. The older people warned us not to let the water in; they didn't want us to have moustaches. They said that if we smoked while we were little we would get a moustache too.

The last sentence of this quotation calls attention to another matter concerning which the boy receives instruction at about this time. Smoking is the prerogative of the warriors and of the older women:

They tell a boy that he will have to catch a coyote first before he can smoke, but they mean it just as a joke. Some try it, of course; that's what they tell the boys to do it for, to see them try something that no boy can do. It's just like sending a boy for the thing they call "that with which one smokes."

Among older men the admonition is used in jest: "Not long ago when I lit a cigarette an old man said to me, 'When did you catch your coyote?' I told him, 'I've never done it, and I don't believe you ever did either.' He only laughed." To smoke during the boyhood or the training period is said to make a boy "lazy and no good at work."

Gradually the boys become inured to the demands made upon them and even devise tests of character for themselves. To demonstrate their bravery, they place dry sage or the pith of the sunflower stalk on their skins, ignite it, and let it burn to ash. Even though they are burned severely enough to show a scar years later, they must not flinch.

The training described thus far is entirely in the hands of the immediate family, but, when the youth reaches the age of puberty, this hardening process takes a more formalized turn. The father lets his son know that momentous days are ahead: "There are harder things to be learned later. When you are a little older,

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Women school the girls in obedience "so that their husbands won't hear saucy words from them." 867

The girl's training is less formalized than that of the boy. It amounts to a greater and greater association with the duties of her mother, older sisters, and other female relatives, until she attains adult standards in the quality of work she can perform. 868

At this time, when the little girl is first learning to do women's work, her hair is done up in the style worn by young women: 868 302

> In the old days the young woman had her hair done up. She took it in one bunch and wrapped it up in back. Then she put a hair ornament on, and it covered the knot of hair and was tied in the middle. The hair ornament was made out of buckskin or cowhide. It had to be stiff. In my day they covered the hide with cloth. The color was usually red. . . . .
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> The hair ornament was put on as soon as the girl was ten or twelve years old. It had nothing to do with the girl's feast [puberty rite]. There was no ceremony connected with it that I know of. The mother would make it. The only thing I know about it is that they said anyone who had the hair done up that way would have very long hair, for it would grow long while it was done up that way. They told this to the little girls, and it was generally true. [301] [852]

One of the earliest tasks given the little girl is the care of still younger members of the family. She is also instructed in the use of the tumpline and is expected to help bring in wood and water. 868 857

These simple household tasks are supposed to be shared by children of both sexes, but the boy is hardly old enough to be of appreciable assistance when he senses the sexual division of labor: "After my father was gone I worked a little around the house, getting wood, carrying water, and helping my mother. I was ashamed to do that though. It was woman's work. The other boys used to pass by and see me and make fun of me." It is not long before the boy has to be released entirely from such duties to follow his companions in their training and sports. But the girl is encouraged to continue and intensify her interest in household affairs.

However, like the boy, she must train herself to be strong and vigorous. She is told to rise early, to run often, and to shun no hard work. Tales are frequently told of girls so fleet that they rival boys in races. Such swiftness and strength are necessary, for girls must be able to get quickly to safety in case of attack on the camp. 866 868 526

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The person who agrees to erect a sweat-house is not a true shaman, nor are the rights which are now transmitted from individual to individual explained as a result of some past power experience. Thus, one informant was of the opinion that Child of the Water "gave the custom." And yet the right to build a sweat house is a special prerogative, claimed and controlled by relatively few men.

Not everybody can make a sweat bath. Just certain men can do it—men to whom the knowledge has been handed down. Such a man builds it or directs the building of it. All the while it is being built he sings and prays for it. He handles every movement in connection with it ceremonially, just as he was directed to do when the right was handed down to him. He is present when the sweat bath is used. He is the one who chants the prayer part of the song when the men are inside, though all who are in there join in the refrain. He is usually quite an old man. He sets the rules. You can't just come in and go out as you please. It might be in this man's "way" that you have to stay in there through a certain number of songs. Then you have to do it.

The sweat bath is used for good health, for long life, and to cure sickness. It is usually built near water, and when the songs are finished everybody rushes out and plunges into the water. Very old men who can't do that sit down on the bank and splash water on themselves.

An account of the erection and use of the structure may place the practice in perspective:

Sweat-bathing is for health and good fortune. Deformed people do it a great deal and are massaged when they come out. Usually a sick or deformed man pays one who knows how to put it on, but no special kind of payment is given. Others are invited. But often the man who knows how will just put it on for the benefit of the people. When the announcement is made, many men want to take the sweat bath. Everything else is laid aside. This is a special occasion. Women don't take sweat baths, nor boys before the racing [boy's training] age.

The sweat house could be made any time of year, but it is usually done in the summer. It is dome shaped like the regular house, only smaller. It is about four and a half feet high and about six feet in diameter. The framework is of oak, tied together at the top. The outside is covered with brush and with skins. No smoke hole is left at the top. The door faces the east. On the inside, close to the door and on one side of it, there is a pit for the hot rocks. The man in charge directs the making of this sweat house.

In the morning a person who is sick or deformed and who is going in there prays in his own way. He may say, "I am sick in this manner. I want to get well, and so I am doing this in the right way."

Often they begin about midmorning. Twelve is the most allowed in at one

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224 262 The jack rabbit is supposed to have a bad taste. I never have eaten it, but I have eaten cottontails. In Oklahoma the other Indians ate jack rabbits, but most of the Chiricahua didn't. We eat the cottontail though. I like it. It has saved me many times, that rabbit! Cottontails are good.

[184] The dislike for jack rabbit is not unanimous, apparently, for a member of the Eastern band asserted, "The Hot Springs people eat cottontails and jack rabbits."

224 [857] Rabbits are hunted assiduously by boys who are still too young to seek larger game. Grown men shoot them when other game fails and fresh food is required at once. Sometimes a communal rabbit hunt or "rabbit clubbing" is arranged.[1] Rabbits and other small furry creatures are sometimes dislodged from burrows by means of long sticks. "They use a stick to get small animals out of holes. You catch the end of it in the animal's fur and twist. Then pull out. Any kind of wood or stick will do for this. Rabbits mostly are pulled out this way. Sometimes they get away."

224 262 Only a few are fond of prairie-dog meat:

The prairie dog is sometimes eaten. Some do it for health, but others don't like it; they are afraid of it, as they are of fish. They don't like the looks of it, I guess. As I understand it, very few eat it. No one warned me against eating it, but I just haven't done so. My father has mentioned eating it, but very few of the older people do. They say that prairie dogs eat snakes, just as hogs do. They don't say you can get sick from the prairie dog as you can from the snake, but the Chiricahua just don't like it much.

[857] Squirrels sometimes serve to replenish the larder. They are seldom hunted by grown men, but the boys hunt them and thus demonstrate their ability to add to the household's resources.

[184] Although peccaries are found in some parts of the tribal range, the members of at least two of the bands—the Eastern and Central—will not eat this meat because "the peccary eats snakes." A Southern Chiricahua band member, however, tells of hunts in which the wild hogs are rounded up like rabbits and shot down with arrows. The hunters surround a brushy place, for "the peccaries are found where there is a lot of brush; when on the flats they always make for the brush." The same informant said,

[1] For a description of this see p. 76.

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[186] We don't like the turkey for food because it eats insects. We think it is nasty. When I was at Fort Apache my relatives used to tell me, "Don't go around white soldiers, don't go around Chinamen. They'll feed you hog meat and turkey meat, and these eat nasty things, anything at all." I never heard that turkeys eat snakes, but they eat worms and nasty things. The Chiricahua hardly even eat quails. When they get hungry, some just have to eat birds like the dove. They may eat these when they have to, but they don't like to do it.

That all are not of one mind concerning the inadvisability of using the turkey for food is suggested by other statements, however. Said a member of the Eastern band: "The Hot Springs people eat turkey all right. Some other Indians say it lives on bugs and won't eat it, though."

Evidently the effort made to get turkeys varies too. According to one informant: "They are shot with arrows when they are seen, but they are not hunted; there is no special trip to get them." From others, though, come accounts of organized attempts to flush them: "A group of men goes along a creek to scare turkeys. Another group will be about one-half mile away on the other side where they think the turkeys will fly when frightened. They wait there and when the turkeys appear, shoot them with arrows and club them."

[533] Most informants agree that the dove is edible. One man, before singing the "dove song" of the moccasin game,[6] told a story that seems to support this:

[539] The dove used to talk. It was making a nest. Then it said it was going to paint its legs red. "Here in this nest that I build, my little ones will increase. I will go out and look for something to eat for my young ones. Anyone who kills me will be obliged to eat me." It painted its legs red so as to be easily recognized. Since then these birds have been used for food.

[857] Small birds, such as snowbirds and sparrows, are the targets of boys who are perfecting their skill with arrow and sling. Often the boys build a fire and roast and eat their kill at or near their base of operations. Rarely, except in times of dire want, do adults set out on bird hunts. Occasionally, mounted men chase quails to exhaustion and thus secure them in quantity. Some shoot ducks and geese for food, but not everyone will do so, for

[6] See p. 453.

2: Castetter and Opler N, E-5 (1931-1934)1936
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and his divine mother, and its execution was, therefore, a matter of learning by rote the directions which these two laid down.[1]

HUNTING

Something has already been said about the hunt in connection with our discussion of the Apache's relation to his natural surroundings. Apache hunting customs are so interlarded with belief and ritual observances that only the briefest outline can be suggested here.

When the Apache boy is still very young, a close male relative provides him with a small bow and blunt arrows. With these the boy practices, trying to shoot birds and small mammals. When he succeeds in making his first kill, he marks its heart with a cross of pollen and swallows it raw and whole. At about the age of puberty he hunts in the company of an older and more experienced man for larger game. When he kills his first deer, antelope, or elk, his companion marks the boy's moccasins or face with blood from the heart of the animal.

The Apache ate the flesh of deer, antelope, elk, mountain sheep, cotton-tail rabbits, opossum, and wood rats. The buffalo was hunted by the Mescalero, as we have noted. Many would not touch jack-rabbit flesh. Some ate mountain-lion flesh and peccary, but many would not taste peccary, and mountain-lion was eaten by most in a ceremonial context only. Bear was eaten only by those who had a ceremony from the bear or by those who were consuming it ritually. Some ate squirrel flesh, and some would not taste it. The same was true for the prairie-dog and ringtail cat *(Bassariscus astutus flavus)*. Birds were not in high favor as food. As far back as can be remembered many Apache would not eat turkey, quail, and dove. Fish was another food upon which the Apache were not of one opinion. The members of at least one Chiricahua band did not eat fish before White contact. It is claimed, on the other hand, that

[1] For a more complete discussion of the Apache conception of supernatural power see Opler (18).